

EYFS

The Early Years Foundation Stage Curriculum supports children's understanding of geography mostly through the planning and teaching of 'Mathematics' and 'Understanding the World':

Three and Four Year Olds: Mathematics

- Understand position through words alone.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

Understanding the World

- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception: Understanding the World

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.

ELG: Understanding the World/ People , Countries and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

The Natural World:

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

A broad and balanced curriculum is planned and delivered through adult led and child initiated activities based on the pupils' interests.

Knowledge and vocabulary introduced in the EYFS prepares pupils for the Yr1 geography curriculum.

Subject: Geography

Intent, Implementation and Impact

See Kapow scheme of work on website.

Planning:

- The content of the National Curriculum has been put into topics that are taught to every class.
- The Kapow Primary scheme of work used to inform our programme of study.
- Progression of geographical knowledge and skills from the National Curriculum used to form the basis of our planning.
- Geography topics are detailed on the whole school planning documents and form basis of class topics, with links from other curricular areas, where possible, to provide better context.
- NC objectives are mapped across the school to ensure coverage. Each objective then broken down into smaller steps which are taught in a logical sequence to ensure progression from EYFS to Year 6.
- Pupils' learning is not limited by their year group – class work is adapted from the most able down. Year 1 and 2 and Years 3-6 are taught the same content as they only cover the topic once in the two and four year cycles respectively. However through adaptive teaching there are different expectations for key concepts and knowledge, recording, and amount of work produced. Small classes and good knowledge of the children allows staff to adapt lessons to suit each pupil.

Strengths:

1. Same teacher from EYFS to Year 6 which facilitates good progression and knowledge of learning styles.
2. Pupils' families supportive of developing pupils' knowledge outside of school eg. family trips to places of interest, background subject reading etc. Pupils share their knowledge in class.
3. Make use of local environment and providers to enrich learning in context of local geography eg. Eden Rivers Trust, LDNP, YDNP.
4. Parents & wider community support learning through their expertise eg. visit school to talk about travels in country we are studying
5. In class 2 one afternoon a week is dedicated to geography per term.
6. Children are enthusiastic about the subject.

Next Steps:

1. Timetable geography trips/school visitors etc.
2. Develop resources –topic boxes & geography related stories.
3. Develop progression from Early Years –Year 1: ensure coverage in EYFS planning
4. Continue to 'tweak' Kapow planning to meet our mixed age class needs.
5. Focus vocabulary to be added to planning and class spellings.
6. Involve the Governor for geography in the development of subject.
7. Improve display opportunities to embed learning.
8. Put one page overview & learning objective mapping on website.
9. CPD through Kapow and other available training

SEND and MEMORABILITY:

1. Same teacher from EYFS to Year 6 so has a good understanding of the children's needs.
2. Knowledge organisers and classroom displays help to remind children of geography vocabulary and their meanings and recap past learning.
3. Key words are displayed during lessons. Help given to all pupils with reading and spelling key words.
4. Adaptive teaching techniques utilised.
5. Group work – allows children to work to their strengths.
6. Recording in different ways.
7. Lots of recapping activities.
8. Geography teacher regularly shares learning outcomes with class teacher who reinforces learning through other lessons eg. English.

Monitoring & Assessment:

- Continuous assessment during recapping opportunities
- End of topic tests written by the teachers
- Chronological awareness and substantive concepts
- Plan-teach-assess cycle
- Kapow FAGS
- Observed by HT
- Governor Observation
- Seesaw – Early Years communication and sharing
- House Points
- Book scrutiny
- Learning walks